

Class Learning Profile

Model Template

Grade: 3

Teacher: Mrs. G.

Subject: Science

Standard: 6.23—Plants lifecycle

Goal: *Research and present information on a flower.*

Network	Students—Strengths	Students—Needs	Students—Preferences/Interests
Recognition (Learning "what")	<i>Elizabeth</i> —Thorough knowledge of flowers (annuals) <i>Jorge</i> —Extensive vocabulary	<i>Kevin</i> —Low vision <i>Brian</i> —Limited English proficiency <i>Kiwa</i> —Difficulty discerning key concepts when reading or listening	
Strategy (Learning "how")	<i>Bill</i> —Computer wiz; familiar with electronic encyclopedia and the Web <i>Marina</i> —Very good at oral presentations <i>Jake</i> —Talented at drawing	<i>Brian</i> —Difficulty with organization when doing a project or paper <i>Sarita</i> —Poor writing mechanics—spelling, proofreading, handwriting <i>Phillip</i> —Fine motor difficulties	
Affect (Learning "why")	<i>Mandy</i> —Very confident, strong self-esteem <i>Phillip</i> —Extremely persistent through challenges <i>James</i> —Leadership/works well in collaborative groups	<i>Brian</i> —Easily discouraged, afraid to take risks <i>Kiwa</i> —Looses focus and dreams or distracts other kids <i>Helen</i> —Personal concerns, often distracted	<i>Elizabeth</i> —Loves gardening, horses <i>Bill</i> —Loves computer graphics, the Web, any new software program <i>Jake</i> —Prefers hands-on activities <i>Brian</i> —Thrives with a lot of structure <i>Jorge</i> —Plays saxophone very well

Examples of Student Qualities

Recognition Strengths

Excellent observer
Extraordinary spatial ability
Excellent interpretation graphs/charts
Acute sensitivity to nuance/tone
Perfect pitch
Extensive musical background
Excellent at deriving key points from spoken/written language
Extensive vocabulary
Extensive content knowledge (list)

Knowledge of multiple languages
Advanced reading abilities
word recognition
word decoding
text structures/story grammar
author style
skimming

Facility with hypertext (e.g., Web links, navigation through electronic documents)
Skill with rhymes, phonemic awareness, language play

Recognition Needs

Low vision
Blindness
Poor visual/spatial understanding
Color blindness
Hearing impairment
Deafness
Difficulty processing and deriving meaning from spoken language
Limited vocabulary
Limited content knowledge (list)

Limited English proficiency
Difficulty with reading:
word recognition
word decoding
text structures/story grammar
author style
fluency

Difficulty/confusion with hypertext

Tendency to literal interpretation

Difficulty finding important information

Strategic Strengths

Drawing/artistic talent
Talented athlete
Skilled with 3-dimensional design
Talented singer/musician
Excellent at computer graphics
Excellent dancer
Outstanding speaker/presenter
Outstanding written expression skills:
 poetry
 narrative
 expository writing
 journal
 dialogue/drama
 songs

Outstanding concentration/attention
Highly organized
Highly flexible, adaptable
Facility with constructing (building, assembling, fixing, designing)
Strong problem analysis/solving skills
Strong at summarizing, paraphrasing
Strong at composing (art, dance, multimedia, visual)

Strategic Needs

Fine motor difficulties
Gross motor coordination problems
Hand-eye coordination problems
Poor handwriting
Poor spelling
Speech impairment
Difficulty with oral presentations
Written expression problems:
 selecting/narrowing topic
 planning
 organization
 proofreading
 addressing audience

Restless/fidgety
Poor self-monitoring
Trouble completing work
Over-focused, difficulty with transitions

Poor organization
Difficulty seeking relevant info
Poor memory for spoken information
Poor memory for written info
Difficulty taking good notes
Trouble finding key concepts
Trouble prioritizing

Affective Strengths

Persistent
Optimistic
Highly confident

Outstanding leadership skills

High energy
Deep subject interests
Very independent worker
Deeply caring and considerate
Excellent collaborator
Seeker of challenge
Focused

Good at offering and making use
of constructive feedback

Good collaborator

Affective Needs

Discouraged
Overconfident
Low expectation of
success
Difficulty working in
groups
Difficulty working in pairs
Fearful
Withdrawn
Domineering
Problems outside of school
Gives up easily
Difficulty with independent
work

Tendency to clown
around/disruptive

"Turned off" to studying

Preferences/Interests

Structured tasks
Open-ended tasks
Hands-on activities

Video games

Work with graphics/images
Singing
Drama
Art
Collaborative work
Individual work
Content interests:

Activity interests:

Need to be active
Computer multimedia